

**New Hampshire
Adequate Yearly Progress
State Index Report
2006 (Based on Fall 2005 Assessment Data)**

Grades: 3-8

		Performance Index Points Earned by Subgroup (actual numbers and percentages)													
Group	N (Total Number of Students in This Group)	Substantially Below Proficient				Partially Proficient			Proficient		Proficient with Distinction		Index / Proficiency Comparison		
		Level 0 Number of Students Scoring at Scaled Score = 0	Level 1a Number of Students Scoring in Scaled Range 1a	Level 1b Number of Students Scoring in Scaled Range 1b	% Lv1	Level 2a Number of Students Scoring in Scaled Range 2a	Level 2b Number of Students Scoring in Scaled Range 2b	% Lv2	Level 3 Number of Students Scoring in Scaled Range 3	% Lv3	Level 4 Number of Students Scoring in Scaled Range 4	% Lv4	Group Performance Index Score = Sum/N	Was target met?	% Proficient
Reading (Target = 82)															
Whole State	95,539	523	2,399	7,681	11%	8,700	12,797	23%	50,904	53%	12,535	13%	86.3	Y	66%
White (non-Hispanic)	88,839	381	1,993	6,760	10%	7,903	11,808	22%	48,111	54%	11,883	13%	87	Y	67%
Black (non-Hispanic)	1,634	53	111	211	23%	219	280	31%	661	40%	99	6%	74.8	N	46%
Hispanic	2,544	49	180	486	28%	352	418	30%	948	37%	111	4%	72.1	N	41%
Asian/Pacific Islander	2,142	36	92	172	14%	183	235	20%	1,004	47%	420	20%	84.5	Y	67%
American Indian/Alaskan Native	282	2	19	40	22%	32	41	26%	132	47%	16	6%	77.9	N	53%
Socioeconomically Disadvantaged	18,894	242	1,172	3,056	24%	2,767	3,150	31%	7,654	41%	853	5%	74.9	N	46%
Educational Disability	14,145	300	1,638	3,818	41%	2,516	2,275	34%	3,326	24%	272	2%	62.1	N	26%
Non- or Limited-English Proficient	1,904	88	210	416	38%	312	294	32%	527	28%	57	3%	63.8	N	31%
Mathematics (Target = 76)															
Whole State	95,442	653	5,732	10,551	18%	7,602	11,915	20%	43,930	46%	15,059	16%	82.2	Y	62%
White (non-Hispanic)	88,751	498	4,859	9,504	17%	6,982	11,130	20%	41,603	47%	14,175	16%	83	Y	63%
Black (non-Hispanic)	1,634	54	259	287	37%	175	208	23%	551	34%	100	6%	66.6	N	40%
Hispanic	2,540	51	388	520	38%	292	332	25%	797	31%	160	6%	66.3	N	37%
Asian/Pacific Islander	2,137	48	185	182	19%	114	185	14%	827	39%	596	28%	81.9	Y	67%
American Indian/Alaskan Native	282	1	33	45	28%	28	45	26%	111	39%	19	7%	73.5	N	46%
Socioeconomically Disadvantaged	18,859	288	2,454	3,563	33%	2,197	2,727	26%	6,591	35%	1,039	6%	69.2	N	41%
Educational Disability	14,124	414	3,266	3,581	51%	1,627	1,726	24%	3,057	22%	453	3%	56.3	N	25%
Non- or Limited-English Proficient	1,905	75	358	428	45%	203	234	23%	502	26%	105	6%	60.8	N	32%

value of each proficiency level

x0

x20

x40

x60

x80

x100

x100

[sum/#students]

As a state, 66% of our 3-8 students are proficient in reading and 62% are proficient in math; while 11% and 18% are substantially below proficient. 26% and 25% of our students with disabilities demonstrated proficiency in reading and math respectively; while 41% and 51% are substantially below proficient.